**Humanities 8 - Fair Trade - Supply Chain Assessment**

**Big Question:** How can we create equal opportunities for all?

**Significant Concept**: Systemic thinking improves decision making

**AOI: Community and Service**

Students will examine the inequities of trade and the impact it has on the communities we live in.

**IB Learner Profile**

Thinkers -They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Inquirers: Ask questions.

**Due Date:**  8.2 11th of September (Wednesday), 8.1 12th of September (Thursday)

**Task:** Formulate a research question and create an action plan that will allow you to investigate the supply chain of one of the following: rice, coffee, tea, cocoa, oranges or one of your own choices. You will need to show the links between raw materials and manufactured items. You will then need to communicate the information you have gathered using a style that is creative and that other students in grade 8 will understand. You must include a bibliography of where you got your sources of information from using the MLA format. Remember you can use easy bib to help you with this, <http://www.easybib.com/>

**Criterion B: Investigating**

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Level | Level Descriptor | Student Descriptor | Student reflection:  What did I do well?  What do I need to improve?  How will I improve? |
| 0 | The student does not reach a standard described by any of the descriptors below. | I did not follow the instructions.  No presentation prepared or handed in. |  |
| 1-2 | The student:  - formulates a very general research question  - makes a limited attempt to follow an action plan to investigate a question  - collects and records limited information, not always in line with the research question  - makes a limited attempt to address the research question. | I had a very basic question  I did not follow an action plan for my investigation.  I didn’t put enough information or the information is mixed up.  limited effort to answer a research question |  |
| 3-4 | The student:  - formulates an adequate research question  - partially follows an action plan to investigate a research question  - uses a method or method s to collect and record some information in line with the research question  - partially addresses the research question. | -Partly following an active plan to investigate a research question  - Using a way or a technique to collect information related to the research question  Find ways and or methods to collect and record information that specifically connects with the research question.  Only addresses some parts of the research question. |  |
| 5-6 | The student:  - formulates a clear research question  - satisfactorily follows an action plan to investigate a research question  - Uses method to collect and record the information in line with the research question.  - satisfactorily addresses the research question. | -Create an understandable research question.  Uses ways to find and record information that helps to answer to research question.  -research question. |  |
| 7-8 | The student:  - formulates a clear and focused research question  - follows an action plan effectively to investigate a research question  - uses methods accurately to collect and record appropriate and - information in line with the research question  - effectively addresses the research question. | - created a focused and specific research question  Follow a plan effectively/efficient to search a research question  Use MLA (easy bib) correctly to collect and record the appropriate different types of information. Must have 1 book and 3 other sources  Clearly answers the research question |  |
| Successes |  |  |  |
| Challenges |  |  |  |
| Goals |  |  |  |

**Criterion D: Communicating**

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Level | Level Descriptor | Student Descriptor | Student reflection:  What did I do well?  What do I need to improve?  How will I improve? |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |  |
| 1-2 | The student:  - tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose  - tries in a limited way to structure information according to the task instructions  - tries in a limited way to create a list of sources of information. |  |  |
| 3-4 | The Student:  - communicates information and ideas in a style that is sometimes appropriate to the audience and purpose  - structures information sometimes according to the task instructions  - creates a list of sources of information sometimes according to the task instructions. |  |  |
| 5-6 | The student:  - communicates information and ideas in a style that is often appropriate to the audience and purpose  - structures information often according to the task instructions  - creates a list of sources of information often according to the task instructions. |  |  |
| 7-8 | The student:  - communicates information and ideas in a style that is completely appropriate to the audience and purpose  - structures information and ideas completely according to the task instructions  - creates a list of sources of information according to the task instructions. | I will present my information and ideas in a way that is interesting to and valid (true) for other grade 8 students.  I will organize my ideas in a complete way from the raw material to the manufactured product.  I will create a bibliography in MLA format with at least 5 sources, one must be from a book. |  |
| Successes |  |  |  |
| Challenges |  |  |  |
| Goals |  |  |  |

**Please identify your topic of choice and action plan below:**

|  |  |
| --- | --- |
| Rice |  |
| Tea- Drinks |  |
| Cacao beans-chocolate |  |
| maple tree Maple syrup |  |
| Rubber- shoe soles(Nike) |  |
| Cotton fabric |  |
| Chewing Gum - Wrigley’s 5 Gum |  |
| Honey |  |

Humanities 8 Assessment Checklist:

|  |  |
| --- | --- |
|  | My group and I have an excellent research question, that we answer with our research.(Criteria B) |
|  | My group has shown and shared the action plan we took to find the information needed, and how we will present it. (Criteria B) |
|  | My group has included the following steps in detail: Criteria B and D |
| /5 | The raw material:  -where it’s grown/farmed/extracted (the country and climate)  -how it’s farmed or grown  -who is farming it--people or machines  -when it grows or is harvested  -how much money the farmers/sellers are getting for the raw material |
| /5 | The process:  -where does the raw material come from(shipped? how?) and when it’s complete where does it go?  -what steps the raw material goes through to be processed  -how the raw material is processed, how long it takes  -who is doing the work  -how much does the processed goods get sold for? |
| /5 | The manufactured goods:  -where do the processed goods go  -how are the manufactured goods shipped  -how much are they sold for to the store  -where are they being sold (what countries, what types of stores).  -how much is the store or market getting charging for the product (what it costs for you to buy it) |
| /5 | Use MLA format for bibliography, including internet sources as well as 1 book. (Criteria D) |
| /2 | My group presented in an interesting way with pictures, video clips and other forms of presentation interesting to other grade 8 students. (criteria D) |
| /3 | My group presented clearly and in an organized, logically sequenced manner. (Criteria D) |
| Criteria B=  /17  Criteria D=  /25 |  |

Peer Assessment:

While watching your classmates (peers) presentations please write down the steps of the supply chain for their product.

By the end of the presentations you should know the supply chain of honey, rubber soles, bubble gum, chocolate, maple syrup, rice, cotton, and tea.

1) Write the steps in simple summarized terms.

2) What did the presenters do really well? What did you find interesting?

3) What was the presentation missing? How could it have been better?

**Blog Post:**

**In Humanities class we have been studying …**

**Our Unit question is.... which relates to Fair Trade because...**

**The Key concept is … which relates to Fair Trade because...**

**This project was about.... (Supply Chain)...**

**My group’s topic was.... and we learned about...**

**The most interesting/surprising thing I learned about.... was....**

**Some challenges I faced were....**

**Take a look at our presentation:**

**If your presentation did NOT include your resources, please make sure they are on your blog.**